



HOME-SCHOOL TASKS SPILLOVER AND PROFESSIONALISM OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN THE DISTRICT OF CUARTERO

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ABSTRACT

The study aimed to determine the extent of home-school tasks spillover and degree of professionalism of public elementary school teachers in the District of Cuartero in the school year 2023-2024. A validated and reliability tested researcher-made questionnaire was used to gather the needed data from randomly selected respondents. The statistical tools used to analyze and interpret the gathered data were frequency count, percentage, mean, t-test, F-test, and Pearson r. The findings of the study revealed that the extent of home-school tasks spillover as a whole and in terms of emotional well-being and family dynamics was very high. The degree of professionalism as a whole and in terms of work engagement and social interactions was also found to be very high. No significant differences were found on home-school tasks spillover of the respondents when grouped according to sex, age, and length of service. However, a significant difference was noted when grouped according to status. There was no significant difference in the professionalism of the respondents when grouped according to sex, age, status, and length of service. The extent of home-school tasks spillover and professionalism of the respondents were significantly related. The results indicated that the home-school tasks spillover significantly influence the professionalism of teachers. This means that the higher is the extent of home-school tasks spillover, the lower is the degree of professionalism of public elementary school teachers and vice versa. When the teachers have more tasks spillover at home or school, the lower is their degree of professionalism because they handle the task well and proper. It further means that the teachers know how to balance their time and have positive outlook in their personal, social and professional life.

KEYWORDS: Home-School Tasks Spillover, Professionalism, Elementary Teachers

Introduction

In today's rapidly changing society, teachers often have to at the same time oversee numerous duties and aspects in many areas of life. School and family are two of the foremost common areas of life that requires significant amount of resources. With the entreaties of these critical demands of life, accomplishing an adjustment between school and home could be a genuine challenge for numerous teachers. The traditional image of the teacher, neatly contained within the classroom walls, has come under significant strain in the age of home-schooling. Nowadays, teachers navigate a blurred landscape where lesson plans intertwine with late night email chains and other personal tasks. This phenomenon, known as home-school task spillover, presents unique challenges for teachers grappling with maintaining their professional boundaries and upholding the highest standards of professionalism.

Home-school spillover can be bi-directional, with school tasks having the potential to spillover into the home, and vice versa. Balancing the demands of home and work has never been more complex, especially

for those navigating the ever-blurring lines between home-school tasks and work responsibilities. In this introspective journey, teachers delve into the phenomenon of home-school task spillover, which is the insidious encroachment of academic duties into the once-sanctified space of personal life. A teacher who cannot spend enough time with family due to a heavy workload and is forced to bring work home (teaching lesson plans, preparing or correcting lessons) can lead to conflict between work and family (Bretones, 2018).

In Germany, the spillover impacts of proficient advancement programs through educator collaboration can be as important as the direct impact of the program on teachers' classroom instruction. Teachers who previously implemented a new intervention that did not achieve the desired results will respond more to direct participation in structured professional development. These results prove the heterogeneity of peer influence depending on the level of prior teaching practice of the teacher involved. In this manner, it is vague whether changes in teachers' detailed instruction practices can be interpreted into changes in student learning outcomes (Wagner, 2014).

In the Philippines, spillover is not new to the teachers. The teachers in the public school have voiced their concerns pertaining to their workload. They have complained that aside from teaching their students, they are burdened with tasks that force them to sacrifice their breaks at work and personal time at home. Moreover, the spillover between school and home has positive effects such as teachers are passionate about performing their tasks in one living space, and they are bringing benefits to support them in completing their tasks in another living space. Positive school-home spillovers are bidirectional. The positive impact of school-home spillover is the ability, behavior, and positive emotional state of work life to positively affect family life. The positive impact of home-school spillover is the emotional state, support, and sense of fulfillment of family life that positively affects work life (Bautista, 2018).

From managing homework deadlines and other personal functions, this task spillover presents unique challenge to the modern-day teachers. It raises critical questions about work-life boundaries, professionalism, productivity, and great impact on mental well-being. The constant mental juggle of work and home responsibilities can often lead to stress, anxiety, and exhaustion. Teachers navigating home-school tasks often experience feelings of guilt on their family, inadequacy, and frustration, affecting their overall mental and emotional well-being.

On the other hand, teacher professionalism serves as the cornerstone of a thriving educational ecosystem. It encompasses not only expertise in their subject matter, but also ethical conduct, commitment to deliver quality education and nurture student welfare, balance social interactions, and the ability to maintain appropriate boundaries. Teacher professionalism may be a day-by-day necessity for working with the nation's future children who have different characteristics, despite of the many challenging tasks accompanied with it (Herlina, 2018).

Thus, understanding the intricate dynamics of home-school task spillover and its impact on teacher professionalism is not merely an academic pursuit. It is a crucial step towards fostering a sustainable and supportive educational environment for both teachers and students. Hence, the reason of this research is to determine the home-school tasks spillover and professionalism in the District of Cuartero. The researcher endeavored to explore this study in order to assist the positive and negative effects of home-school task spillover to the professionalism of teachers. By shedding light on this prevalent concern, this study hopes to pave the way for solutions that empower teachers to navigate the indistinct lines between classroom tasks and home, upholding the highest standards of professionalism while safeguarding their well-being and ensuring the quality of education they deliver to their students.

The conceptual framework of the study was anchored on the different theories concerning the key factor in the home-school tasks spillover in terms of emotional well-being and family dynamics and professionalism in terms of work engagement and social interaction of public school teachers.

The independent variable was the socio-demographic' profile of the respondents such as sex, age, status, and length of service while the dependent variables were the home-school tasks spillover in terms of emotional well-being and family dynamics, and professionalism in terms of work engagement and social interaction of the public elementary school teachers in the District of Cuartero. This study assumed that the 'independent variable' affects the dependent variables. The independent variable assumed the cause while the dependent variables were the effects.

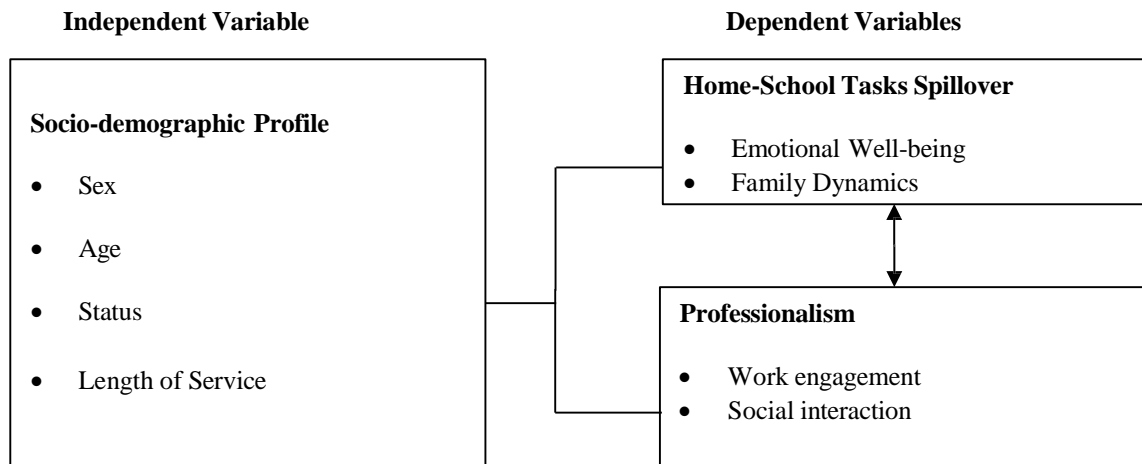


Figure 1. Schematic diagram showing the relationship among the socio-demographic profile, home-school tasks spillover, and professionalism of public elementary school teachers.

Methods

The scope of this study focused only in investigating the home-school tasks spillover and professionalism of public elementary school teachers. in the District of Cuartero. The participants of the study were the 177 out of 210 randomly selected public elementary school teachers in the District of Cuartero for the school year 2023-2024.

The study was limited to the socio-demographic profile of the respondents such as age, sex, status, and length of service as the independent variable, while the home-school tasks spillover in terms of emotional well-being and family dynamics, and the professionalism in terms of work engagement and social interaction as dependent variables. The study used the descriptive-correlational design.

The main instrument for data gathering was the researcher-made survey questionnaire for the teachers. The teachers' questionnaire was divided into three parts, namely socio-demographic profile, home-school tasks spillover, and professionalism. The content of the data collection tool was validated by a five-member jury. Their suggestions and recommendations were incorporated into the revision of the tool. Similarly, the instrument was also tested to 30 teachers of Dao Central School who were not actual participants to test its reliability. Results from the pilot testing were used to conduct content validation and reliability testing of the instruments using the Statistical Package for the Social Sciences (SPSS) software. The standard classification of equipment is valid and reliable. The questionnaire obtained a coefficient reliability result of 0.971. Therefore, with this result, the questionnaire was considered valid and reliable.

The statistical tools used to analyze the data were frequency count, percentage, mean, t-test, ANOVA and Pearson r. All statistical data were computer processed.

Results and Discussion

Extent of Home-School Tasks Spillover as a Whole

The extent of home-school tasks spillover of public elementary school teachers in the District of Cuartero as a whole is shown in Table 1.

Table 1.
Extent of home-school tasks spillover as a whole.

Components	Mean	Verbal Interpretation
Family Dynamics	4.55	Very High
Emotional Well-Being	4.54	Very High
Grand Mean	4.54	Very High

NOTE: Components are presented from highest to lowest.

When the 177 respondents were taken as a whole, the result shows that family dynamics obtained a mean score of 4.55 and emotional well-being obtained a mean score of 4.54, all of which were verbally interpreted as “very high”. Overall, the grand mean for the extent of home-school tasks spillover is 4.54 verbally interpreted as “very high” which means that the condition of the statement has far exceeded expectations. Extra evidences can attest that it is manifested in an exceedingly observable manner. The results imply that the very high home-school tasks spillover is the result of the many tasks that the teachers have not completed, perhaps because the teacher might have a husband/wife and children, so their time is already divided. It can also be said that the elementary school teachers are the most workable teachers because they take care of their children, attend school activities, and community activities such as attending church, barangay assembly, birthday, reunion, and other home task like cooking, feeding their children, washing dishes and clothes every day. It also implies that elementary teachers know how to handle their emotional well-being. They know grip stress, relate to others, and make healthy choices. They use their reasoning skills to express themselves because teachers are free to show their capacity and capability by their own with purpose. They also ensure that their family embraces equal treatment and mutual attention. The result above is supported by the study conducted by Lourel et al. (2019), that home and work spaces can be connected with one another. Being included in these areas does not continuously cause stress. The benefits can be positive and advantageous in certain circumstances. For case, positive influence experienced at work can lead to a positive disposition and intuition at home with family individuals. Positive spillover happens since work and family spaces are connected by common feelings (e.g., temperament), values, and abilities. Additionally, the results above are reinforced by the study steered by Sun (2015) which states utilizing a decade of information on teacher exchanges between schools that result in changes of peers when exchange teachers enter grade-level groups within the modern school, and they find confirmation of strong positive spillover impacts related to the introduction of peers who are more compelling than the occupant teacher himself or herself. This finding proposes that blending teachers with distinctive performance levels can be a strategy for extending student achievement.

Degree of Professionalism of Public Elementary School Teachers as a Whole

The degree of professionalism of teachers as a whole and in terms of work engagement and social interactions is shown in Table 2.

Table 2.
Degree of professionalism as a whole.

Component	Mean	Verbal Interpretation
Work Engagement	4.53	Very High
Social Interactions	4.53	Very High
Grand Mean	4.53	Very High

NOTE: Components are presented from highest to lowest.

The grand mean on the degree of professionalism of the public elementary school teachers as a whole was 4.53. This grand mean implies that the respondents are highly professional towards their work. It can be said that the teachers are well equipped in carrying out their jobs. They stand their commitment to their job as professional to improve their capability and ability anywhere and everywhere they go. The results imply that the teachers are highly committed to their profession. When teachers engage in their works they might make lessons interesting and memorable, likewise, children become more engaged and eager to learn. Teachers are resourceful and inventive that cannot be forgotten by their students. They understand the disparate learning styles of their students and strive to reach each one. Also, teachers praise their students and give them positive feedbacks for interacting with peers in a positive manner, they develop social interactions in students which include working together, communicating properly, and encouraging them to participate actively. In line with the result above, Harianto & Anshori (2021) state that professionalism can be described as the commitment of individuals within a profession to continually develop their skills and to consistently develop the techniques used to perform work appropriate to the profession. When carrying out their teaching profession with the job of teaching and preparing, teachers must understand that their duty is honorable, and that it incredibly determines the success of learning and education, and strives to continuously improve their performance. However,

Nursalim (2017) asserts that professionalism becomes a necessity that teachers must take into account in their promotion process. Teachers must know how to persuade students to have a high learning spirit and teach students the rules inside and outside of school, educating students to respect and be conscious of guardians, relatives, or other people in need.

Differences in the Extent of Home-School Tasks Spillover and Socio-Demographic Profile

To aid in the analysis and interpretation of data for problem statement nos. 3 and 4, the selected respondents' socio-demographic profile such as sex, age, status and length of service are presented in Table 3.

Table 3.
Socio-demographic profile of the respondents.

Respondents		Frequency	Percent
Sex	Male	25	14.1
	Female	152	85.9
		177	100.0
Age	23 years old and below	1	0.06
	24-30 years old	29	16.4
	31-40 years old	42	23.7
	41 years old and above	105	59.3
		177	100.0
Status	Single	61	34.5
	Married	95	53.7
	Widow/er	21	11.9
		177	100.0
Length of Service	Below 1 year	10	5.6
	1-2 years	5	2.8
	3-4 years	10	5.6
	5 years and above	152	85.9
		177	100.0

Sex. Data on respondents' sex profile revealed that out of 177 respondents, 152 (85.9%) were females while 25 (14.1%) were males. The results shown that majority of the respondents were females.

Age. The respondents' age profile showed that the age range of the respondents was from 23 years old and above. Results revealed that 105 (59.3%) were 41 years old and above, 42 (23.7%) were 31-40 years old, 29 (16.4%), and 1 (0.6%) was 23 years old and below. This finding implies that majority of the respondents have ages ranging from 41 years old and above.

Status. The status was shown in the same table. It appeared that 95 (53.7%) were married, 61 (34.5%) were single, and 21 (11.9%) were widow/er. The findings imply that the majority of the respondents are married.

Length of service. Data on the length of service showed that out of 177 respondents, 152 (85.9%) were in the service for 5 years and above, 10 (5.6%) were below 1 year and 3-4 years respectively, and 5 (2.8%) were in the service for 1-2 years. The result reveals that majority of the respondents are in the service for 5 years and above.

The differences in the extent of home-school tasks spillover of the respondents when grouped according to selected socio-demographic profile such as sex, age, status and length of service are shown in Table 4.

Table 4.
Differences in the extent of home-school tasks spillover when they are grouped according to selected socio-demographic profile.

Socio-Demographic Profile	T/F Sig. Value	Significant Value	Probability
Sex	0.127	0.899	n.s
Age	0.182	0.908	n.s
Status	3.348	0.020	s.
Length of Service	1.020	0.363	n.s

$p\text{-value} > 0.05 = \text{not significant}$

$p\text{-value} < 0.05 = \text{significant}$

The results revealed that there were no significant differences in the extent of home-school tasks spillover when grouped according to sex, age, and length of service. However, there were significant differences in the extent of home-school tasks spillover when respondents were grouped according to status. The result implies that the extent of home-school tasks spillover does not vary in terms of sex, age and length of service while there is a variation in terms of status. The result of the study conform to the findings of Oquendo (2020) which found out that there were no significant differences in the home-school spillover of teachers when they were grouped according to sex, age and length of service. The respondents had similar assessment on the extent of home-school spillover of public school teachers regardless of their sex, age and length of service. Also, The result of the study supports the findings of Yang (2013) which states that the higher a couple's social status, meaning the more educated they are, the fewer children they tend to have.

Differences in the Degree of Professionalism and Socio-Demographic Profile

The differences in the degree of professionalism of the respondents when grouped according to selected socio-demographic profile such as sex, age, highest educational attainment and length of service are shown in Table 5.

Table 5.
Differences in the degree of professionalism when respondents are grouped according to selected socio-demographic profile.

Socio-Demographic Profile	T/F Sig. Value	Significant Value	Probability
Sex	1.598	0.118	ns
Age	0.162	0.992	ns
Status	0.638	0.529	ns
Length of Service	2.314	0.078	ns

$p\text{-value} > 0.05 = \text{not significant}$

The results revealed that there were no significant differences in the degree of professionalism of the respondents when grouped according to sex, age, highest educational attainment, and length of service. The result implies that the degree of professional of the respondents does not vary in their socio-demographic profile such as sex, age, highest educational attainment, and length of service. The result of the study supports the findings of Zakaria et al. (2021) that no significant differences existed in the professionalism of teachers ranked by gender, age, and length of service. Also, the result of the study supports the findings of Malik et al. (2020) which states that the status of the teachers showed their cruel contrast and reactions to components that influence their professionalism on the premise of their civil status.

Relationship Between Extent of Home-School Tasks Spillover and Degree of Professionalism of the Public Elementary School Teachers

The relationship between the extent of home-school tasks spillover and degree of professionalism of the public elementary school teachers in the District of Cuartero is shown in Table 6. The Pearson-r value of 0.870 with sig. (2-tailed) value of 0.000 is lower than 0.05 alpha. Therefore, the null hypothesis, which states that there is no significant relationship between the extent of home-school tasks spillover and degree of

professionalism of public elementary school teachers in the District of Cuartero is rejected. This means that the home-school tasks spillover and professionalism of public elementary school teachers in the District of Cuartero are mutually dependent.

Table 6.
Relationship between home-school tasks spillover and professionalism
of public elementary school teachers.

Variables	N	Pearson r	Sig. value	Probability
Extent of Home-School Tasks Spillover	177	0.870**	0.000	s
Degree of Professionalism	177			

p-value < 0.05 = significant

The results imply that the home-school tasks spillover significantly influence the professionalism of teachers. This means that the higher is the extent of home-school tasks spillover, the lower is the degree of professionalism of public elementary school teachers and vice versa. When the teachers have more tasks spillover at home or school, the lower is their degree of professionalism because they handle the task well and proper. It further means that the teachers know how to balance their time and have positive outlook in their personal, social and professional life. The result of the study agrees to the findings of Tichenor (2015) which states that teacher professionalism involves obligations and working relationships beyond the classroom. This broad category includes characteristics that allow teachers to work with colleagues, parents, families, and the public. Teacher professionalism outside the classroom has wider obligations and working relationships with colleagues and with parents in the exercise of his or her role as a teacher. Professionalism requires that teachers go beyond classroom performance or classroom activity as descriptors of teaching acts to the complete the complex role of a teacher. Public education needs teachers who do not only shine within the classroom, but also undertake the demands of partnership with other professionals, collaborative leadership, and a wider role within the school.

Conclusions and Implications

Based on the findings of the study, the following conclusions were drawn: The teacher respondents demonstrate a strong manifestation of home-school tasks spillover. Teacher respondents exhibit excellence in their professionalism. Married teachers have more tasks spillover experience than their single teacher counterparts. Regardless of the profile of the respondents, the level of professionalism of public elementary school teachers in the District of Cuartero is the same. Home-school tasks spillover and professionalism of public elementary school teachers are mutually dependent. The results imply that the home-school tasks spillover significantly influence the professionalism of teachers. This means that the higher is the extent of home-school tasks spillover, the lower is the degree of professionalism of public elementary school teachers and vice versa. When the teachers have more tasks spillover at home or school, the lower is their degree of professionalism because they handle the task well and proper. It further means that the teachers know how to balance their time and have positive outlook in their personal, social and professional life. Future studies regarding this research are highly recommended with wider scope of samples and inclusion of more variables not included in the present study.

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